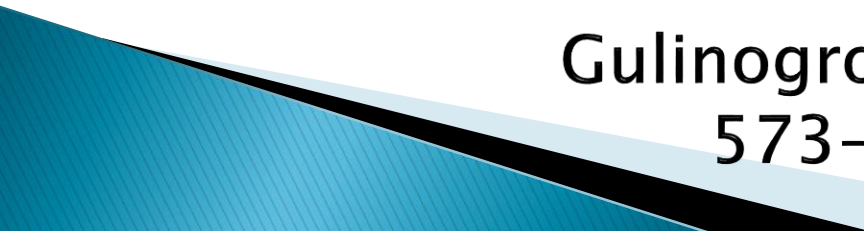


Strategies For the Gifted – Really Every Student


Joseph Gulino, Ph. D

Principal, Gulinogroup and Fearless
Leadership Consulting,
Nathan Levy Associate

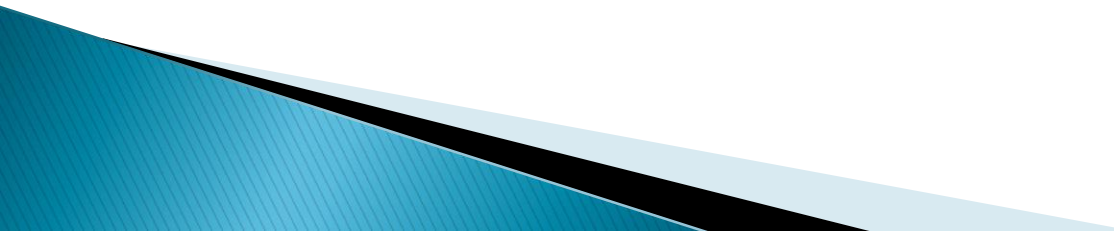
Gulinogroup@gmail.com
573-424-1046



Who is this guy?

- ▶ **Principal – Catholic elementary schools 28 Years, high school 2 years**
 - ▶ **Director of Graduate Studies and Undergraduate Clinical Experiences – Central Methodist University, Fayette, MO**
 - ▶ **Directed graduate education leadership on-line courses for the University of Missouri**
 - ▶ **Principal – The Gulinogroup and Fearless Leadership Consulting & Nathan Levy Associate**
- 

Not How Too's

- ▶ Not a presentation about educating re: the subjects.
 - ▶ More about you and possible strategy changes/adjustments, which were mine or those of my peers.
 - ▶ Will not get through, so will send to you if you request – Gulinogroup@gmail.com
- 

Rule #1

▶ Do Not Judge Books
By Their Covers

▶ The real me





► Therefore.....

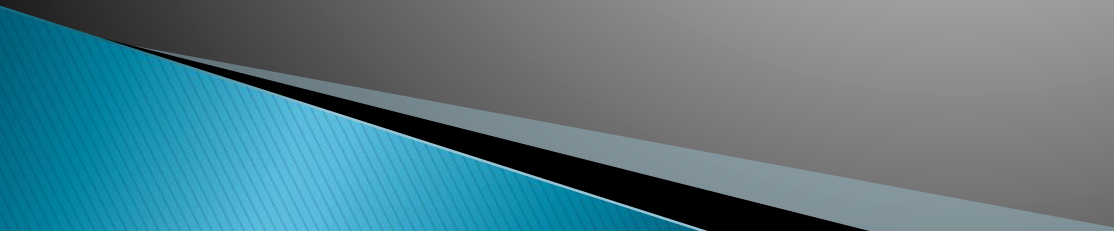


We must.....
know each other to know each other

(Strategy to help others achieve)

What I did to get to know my staff of 65, so you can do it too

As you visit with others, put on your psychologist hat, and take
note.



Psychologists say:"

1-If a person laughs too much, even at stupid things, he is lonely deep inside.. . 2-If a person sleeps a lot, he is sad.. . 3-If a person speaks less, but speaks fast, he keeps secrets.. . 4-If some 1 can't cry, he is weak.. . 5-If some 1 eats in an abnormal manner, he is tense.. . 6-If some 1 cries on little things, he is innocent & soft-hearted.. . 7-If some 1 becomes angry over silly or petty (small) things, it means he needs love.....

try to understand people...

SHARE IT

laughingcolours.com

And Also, Work on Yourself


In your own life to make it easier emotionally/mentally. The mentally healthier you are, the better instructional leader you will be. (Strategy to help others achieve)

Note the following...



Why Complicate Life?

laughingcolours.com



<i>Missing somebody?</i>	<i>...Call</i>
<i>Wanna meet up?</i>	<i>...Invite</i>
<i>Wanna be understood?</i>	<i>...Explain</i>
<i>Have questions?</i>	<i>...Ask</i>
<i>Don't like something?</i>	<i>...Say it</i>
<i>Like something?</i>	<i>...State it</i>
<i>Want something?</i>	<i>...Ask for it</i>
<i>Love someone?</i>	<i>...Tell it</i>

We just have one Life, Keep it Simple.

- ▶ Do not be passive aggressive.
And un-complicate your life.

Most Important

Of most importance in working
with others...

And, to help your students
understand.....

(Strategy to help others achieve)



A Short Course in Human Relations

The six most important words—I admit
that I was wrong.

The five most important words—You did
a great job.

The four most important words—What
do you think?

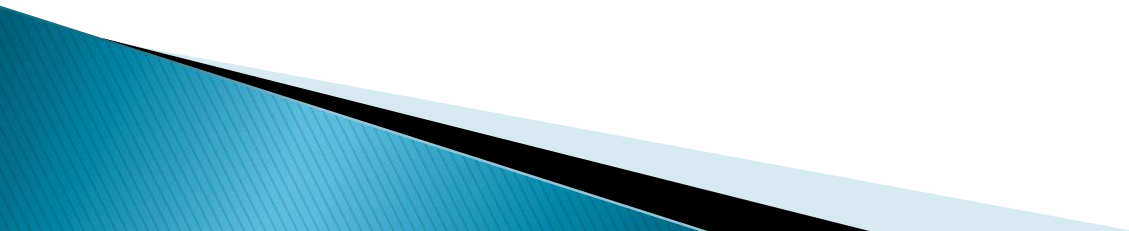
The three most important words—Could
you please . . .

The two most important words—Thank
you.

The most important word—We.

The least important word.—I.

Post or have somewhere as a
constant reminder until solidified
in your behavior



What has he accomplished?

- ▶ **“Distinguished Educator Awards”**
 - Faculty members Agnes Forck (2011) and Laura Dampf (2013), from the National Catholic Educators Association
 - ▶ **“2013 Innovations in Catholic Education in Curriculum and Instruction in Technology Award”**
 - St. Peter Interparish School by Today’s Catholic Teacher Magazine
 - ▶ **“2013 Distinguished Home and School Award”**
 - St. Peter Interparish School by the National Catholic Educators Association
 - ▶ **Recipient, University of San Francisco Alumni Society Outstanding Educator in Administration Award**
 - ▶ **Recipient, National Association of Secondary School Principals Middle Level Dissertation Award**
- 

What has he published?

- ▶ “Principles of Fearless Leadership,” Nathan Levy Books, 2012
- ▶ **“Church and State: Partners for the Common Good,”** Missouri Catholic Conference, MESSENGER, Jan. 2012
- ▶ **“Advisors to the Principal,”** Today’s Catholic Teacher, August/September 2011
- ▶ **“How young is too young?”**– Jefferson City Magazine, September/October 2008
- ▶ “Kindergarten Readiness: A Challenge,” NAESP Magazine, May/June 2008
- ▶ “Middle School Programmatic Practices and Student Satisfaction With School,” NASSP Bulletin, Sept. 1999
- ▶ **“To Brave Ulysses,”** *America at the Millennium* a publication by The International Library of Poetry, 1999
- ▶ **“Teacher Supervision: Use the Laptop,”** *Missouri* Educational Leadership, 1998
- ▶ **"My New Life,"** A Song for children with disabilities, Middle School Journal

Participants

Some are New bees – Some are Old Pros

Some Desire New Information


Some Desire to Review Past Information

Some Desire Practical Tips

Some desire Old Standby Resources

Some Desire New Resources

I stress Quality of our time together, not the Quantity of information – As I hope in your classrooms or teams




1 Idea

Be an active participant

Email or call me if...

Will come to speak and share wherever needed for expenses only and the opportunity to share resources with attendees (parents, students, etc.)



Repetition

- ▶ Repetition
- ▶ Repetition
- ▶ Repetition
- ▶ Because nothing done only once is guaranteed to work again
 - ▶ (N. Levy)

(Strategy to help others achieve)



**We are what
we repeatedly do.
Excellence, then, is
not an act, but a habit.**

6AMSUCCESS

▶ Be an ▶ Educator

▶ Not a ▶ Teacher

▶ (Sheet in Folder)

- ▶ Professional, career not job, change the world one student/class/year at a time
- ▶ Excite students to want to learn – know what you know (or do not know)
- ▶ Learning and lessons of life oriented, not grade oriented and perfect student oriented
- ▶ Focus on student learning and debriefing (again, not just testing), not just presenting information
- ▶ Build self-esteem through successful experiences (seemingly difficult), solving real problems; because struggle makes the gain longer lasting (N. Levy)
 - Have the students stand out some way when they are successful

(Strategies to help others achieve)

▶ **Again.....**

- ▶ **To help our students achieve to their fullest potential, we must always be working on ourselves**

Teacher New Year's Resolution #12—

When we return from winter break, I will **NOT** start the countdown to summer by writing the number of school days we have left on the board.

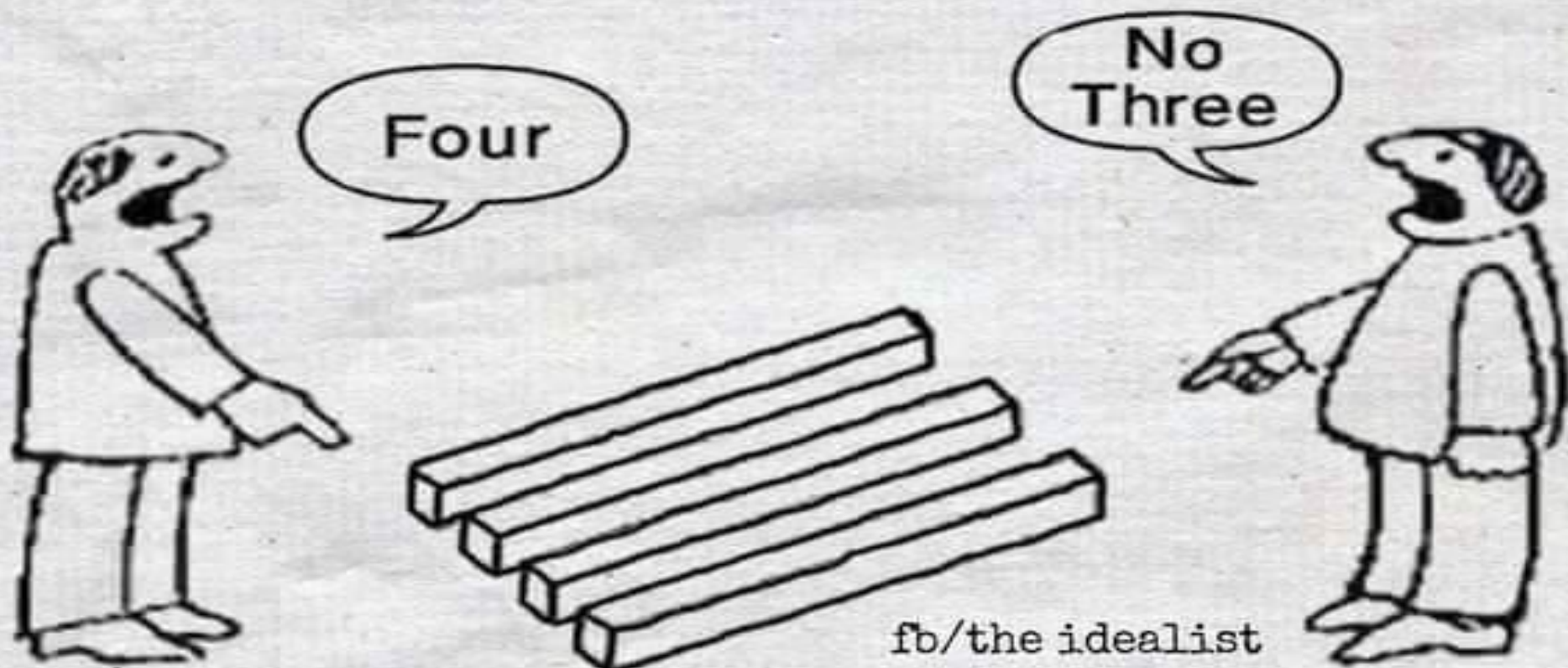


Don't be afraid to be
open-minded. Your brain
isn't going to fall out.

► Because.....

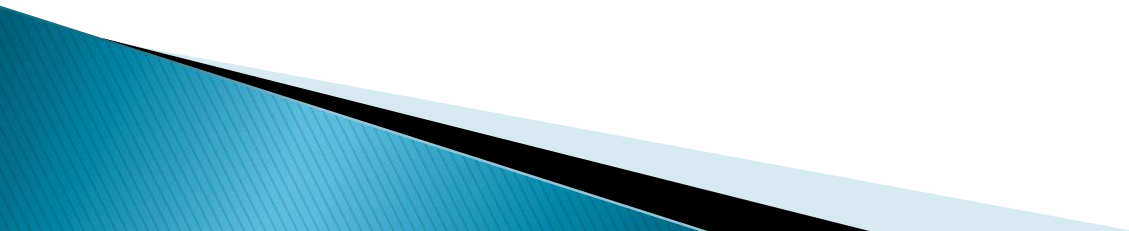
**"Everything we hear
is an opinion, not a fact.
Everything we see
is a perspective, not the truth."**

- Marcus Aurelius



fb/the idealist

Do you feel like the following at
times in your classrooms or...



Does No One



Pay Attention?

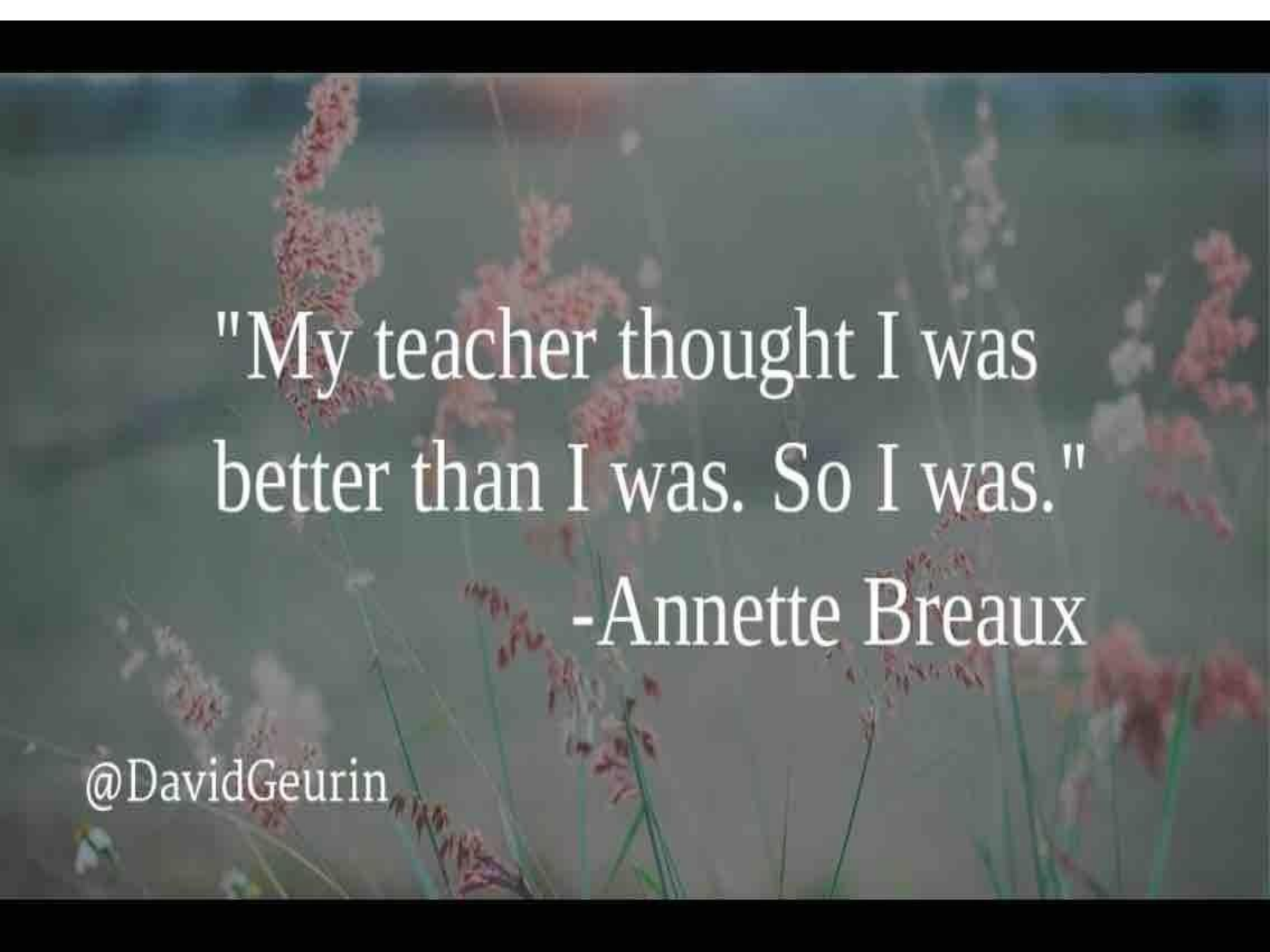
Yes they do!!! Almost Every Student.

Varied students will remember all that you say, do, facial expressions, etc. far more than the material you are trying to educate them to know.

(Strategy to help others achieve)



- ▶ This is how we want students to feel!

A background image of a field with tall, thin green stalks and clusters of small, delicate pink flowers. The scene is slightly out of focus, giving it a soft, dreamy quality. The text is overlaid in the center in a white, serif font.

"My teacher thought I was
better than I was. So I was."
-Annette Breaux

@DavidGeurin

A Goal – Have this every minute of every day!



▶ The Benefits of the following classroom set up designed by distinguished educator, Laura Dampf!

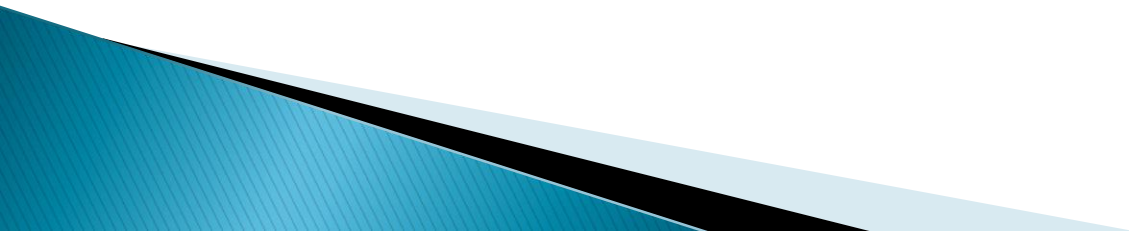
- ▶ (Strategies to help others achieve)



- ▶ **Must go visit other classrooms
and invite other educators into
yours**

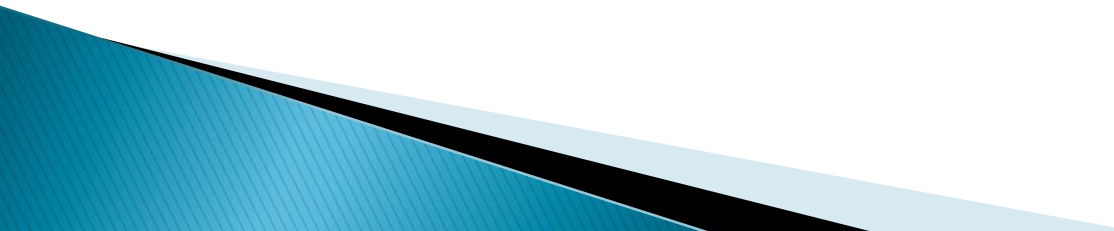
What you /We want to do


Encourage Divergent Thinking



- **Divergent thinking is...**
- **Thought process/method – to generate creative ideas by exploring many possible solutions**

So, cut back on lecture and test for spitting back what you told them!



- Typically – active thinking, **spontaneous & free-flowing**
 - ****So get out of way and guide on side** by asking questions where there is not one answer using real life situations where possible. “How can we?”
 - **Many ideas generated** – emergent cognitive fashion
 - **Many solutions explored** – in short amount of time (unexpected connections drawn)
 - ****(Stories with Holes and more)**
- 

Divergent Thinking can be...

Discouraged in school

- Afraid to say or do (non-normative behavior) 'wrong things' (teachers or peers)

Grading culture penalizes for being wrong

Being open with imaginations inhibited

There are some valid reasons to discourage divergent thinking

Disregards rubrics or processes for assessment

Situations such as chemistry lab or recess, dangerous

Students ignoring directions or display poor behavior



Con

Following actively thinking – ideas & information are organized and structured using convergent thinking.

Here is direct instruction

Convergent thinking – a particular set of logical steps used to arrive at one solution – in some cases – a "correct" solution.

Frame failure with reflection, not penalty

We all should learn from the wrong answers as well.



▶ **Assess before you begin a unit to see who knows what you are going to be working on already.**

- Set them off on another direction horizontally
- How? You figure that out! Work with peers, etc.
- What I did with my dilemma in '78...

▶ **Assess to have students work at being successful, not for a grade.....**

▶ Michael's plan

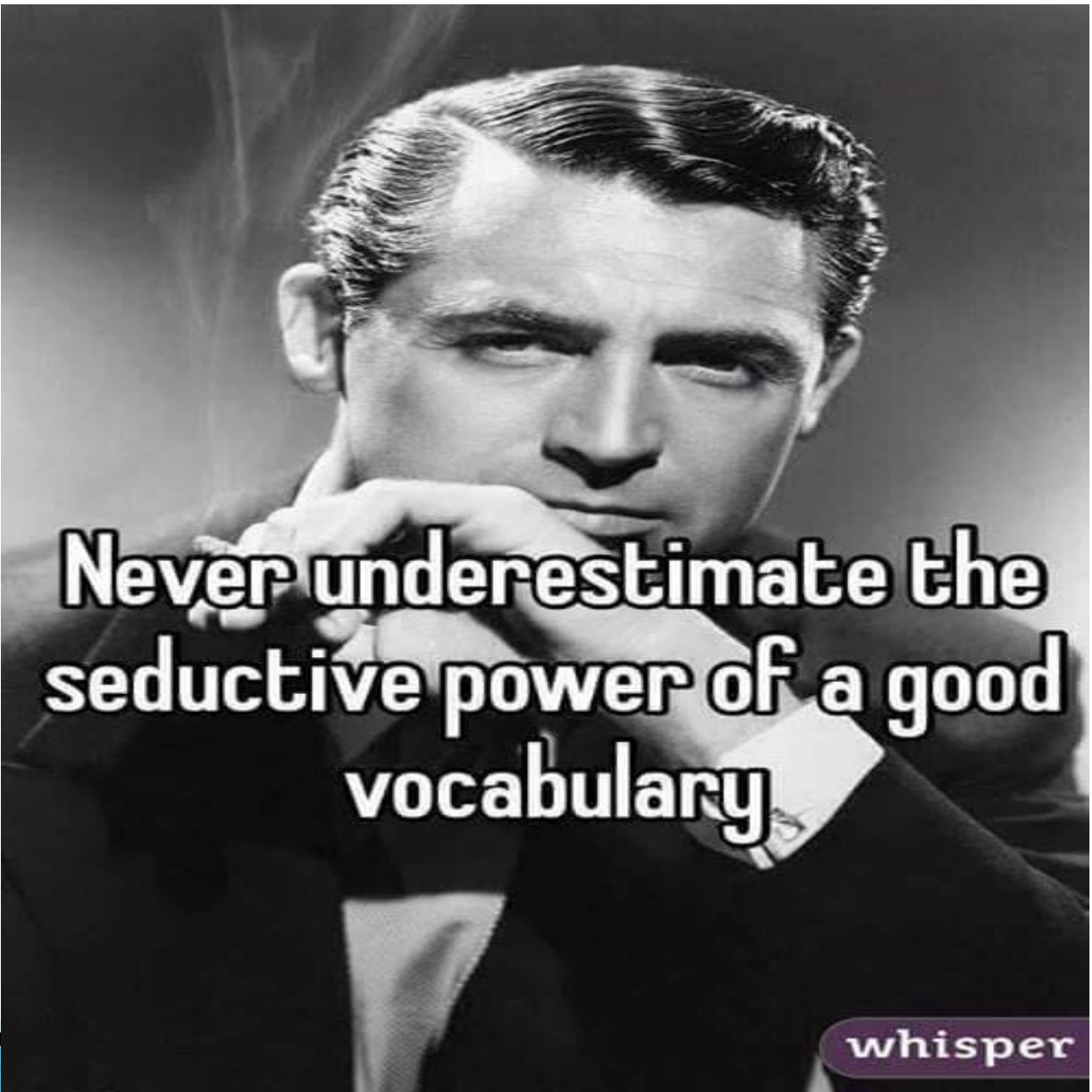


► **We are also trying to.....**

- ▶ **Increase cognitive skills** – through successful experiences
- ▶ **Provide positives** – working cooperatively rather than competitively to solve a common problem

Promotes students to actively educate others
The direction of education.....finally
What my son experiences...

- ▶ **Provide for growth** – in imagination and intuitive function
- ▶ **Provide a change-of-pace** from task-oriented learning (every day!)



**Never underestimate the
seductive power of a good
vocabulary**

whisper

Vocabulary is a huge key

- ▶ **My Experience (Jesuits)** – Intelligence of a person is often judged by his/her vocabulary and diction
- ▶ **Not just the English educator's responsibility**
- ▶ **Expert – Steven Stahl, Univ. Georgia**
 - “Teaching word meanings – a way for students to define their world, to move from light to dark, to a more fine-grained description of the colors that surround us.”
- ▶ **Successful comprehension** – is dependent on the reader's **knowledge of word meanings** in a given passage



**"Hang him, you idiots! Hang him!
'String-him-up' is a figure of speech!"**

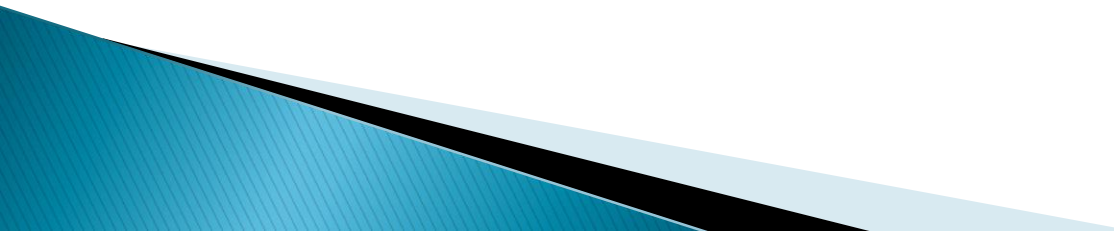
When you say "I seen," I assume
you won't finish that
sentence with "the
inside of a book."

I see. I saw.
I have seen.

somee cards
user card



Stahl & Hattie

- ▶ **"The relation between reading comprehension and vocabulary knowledge is strong and unequivocal."**
 - ▶ **Vocabulary instruction** – improves reading comprehension. But, **not all approaches** to educate to word meanings **improve** comprehension
- 

Vocab. Development

What Doesn't Work

Merely encouraging Reading alone

- Promotes guessing
- Incidental and random exposure
- They just keep reading

- Pick group reading assignments for a reason

- The bathroom benches

Does not work

- ▶ Lookum up
- ▶ Especially long lists – of unrelated words

Does not work

Useum in a sentence

Must study word meaning first

Useum in context

Need broader instructional guidance



Does not work

Memorize Definition

Good for parrots

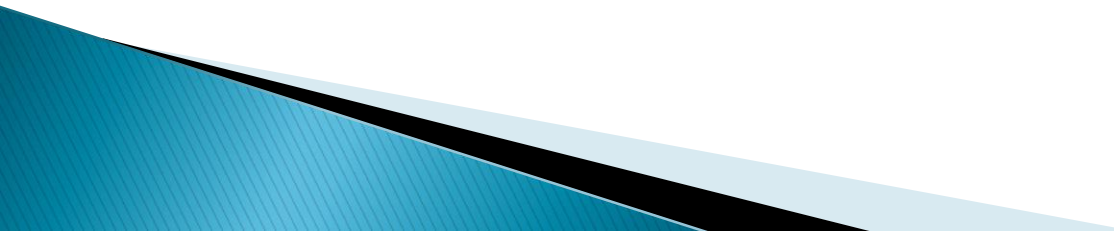


What Does Work! – (Nagy)

No single best strategy to educate to word meanings

You must research the practices to internalize them

It is about the quality of instruction and content, not the amount of information. Know what needs to be known (your school assessments and local needs) and the rest is gravy



What Does Work!

- ▶ Here is your direct instruction ...
- ▶ You – require & guide students to go beyond the definitional and forge connections between the new and the known words by
- Integration — connecting new vocabulary to prior knowledge
- Repetition, repetition, repetition — encountering/using the word/concept many times (Not one week learn, then move on...repeat)
- Meaningful use — multiple opportunities to use new words in reading, writing and discussion

What does work

**Increase /encourage – Engaging group &
Independent Reading (Julie)**

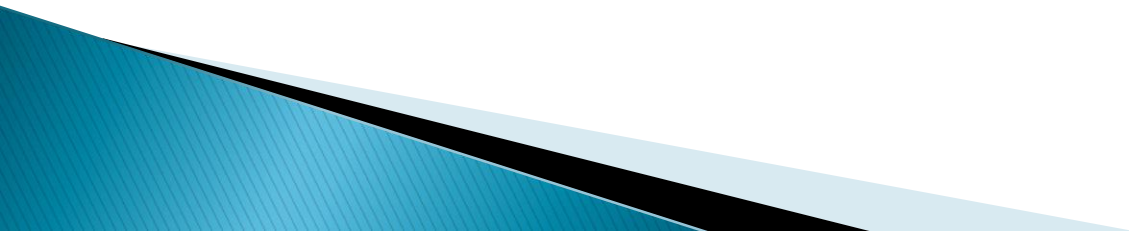


What does work

Choose Appropriate Dictionaries

- Heterogeneous classrooms

Develop dictionary skills with explicit instruction



What does work

Select the Most Important Words to learn

General words, label known concepts and new words / new concepts in particular subject areas

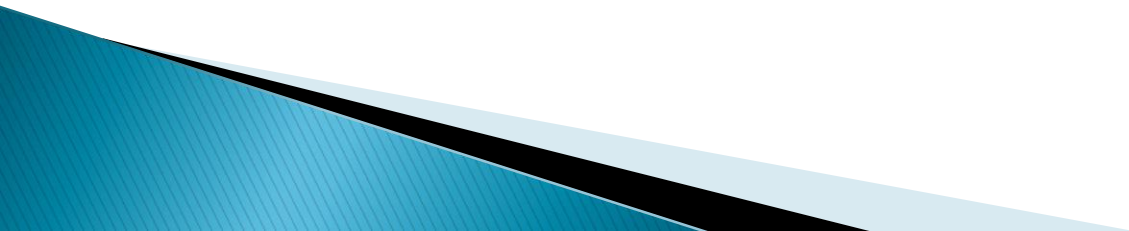
Ask, "Will knowing the word lead to important learning in other lessons / texts / units?"

Develop and communicate with other discipline peers – middle school team educating practices where not self-contained

What does work

Do not spend too much time going over clever adjectives – that are story specific.

Focus on critical academic vocabulary essential to understanding big ideas



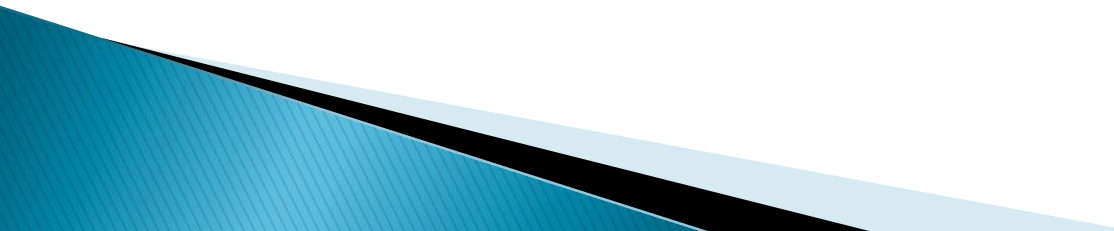
While Reading

Educate about words

So educate re: Phonics skills (sound out) & morphology (meaningful chunks)

Discuss words

Excite and nurture – “....disaster came from. Diss, meaning bad and aster, meaning star. Greeks blamed bad events on star alignment.



While Reading

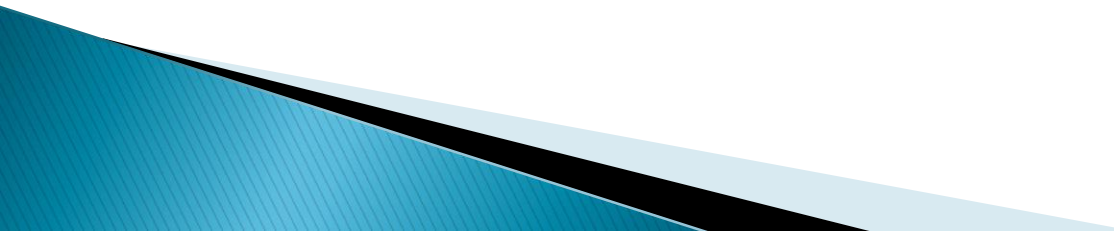
Educate about words

Explain words

Doubles likelihood of remembering

Engage Students with new words

Write own definitions, compare related words
(axis/axle), -ology = branch of
knowledge/subjects of study bio, geo, etc.)



Independent Reading

A Key to Exposure

- ▶ “A reader lives a thousand lives before he dies.”
- ▶ “The man who never reads only lives one.”
 - Said Jojen (A Dance with Dragons, Game of Thrones)

Stahl – Brief Strategies for Vocabulary Development

▶ *Review later.....*

▶ *Synonyms*

- – Provide a synonym that students know

▶ *Antonyms*

- – Opposites – requires students to evaluate the critical attributes of the words in question

▶ ***Have Students Paraphrase definitions***

- – Requires students to use their own words (own it) increases connection making and provides the educator with useful informal assessment—“Do they really get it?”

▶ ***Provide examples***

- – The more personalized from you and your life experiences, the better (your life stories and experiences)

▶ ***Provide non-examples***

- – Similar to antonyms – requires students to evaluate a word's attributes

Invite students to explain why it is not an example

▶ ***Ask for sentences that "show you know"***

- – Students construct novel sentences (Can imagine and create) confirming their understanding of a new word. Use more than one new word per sentence to show that connections can also be useful. (***)Not the game show)

▶ *Word sorting*

- – Provide a list of **vocabulary words** from a reading selection – have students sort into **various categories** (e.g., parts of speech, branches of government). Students can re-sort words into "guess my sort" using categories of their own choosing – **creativity not memorization**

Resources

- ▶ ¹ Baker, S. K., D. C. Simmons, and E. J. Kame'enuei. "Vocabulary acquisition: Instructional and curricular basics and implications." In D. C. Simmons and E. J. Kame'enuei (eds.), *What Reading Research Tells Us About Children With Diverse Learning Needs*. Mahwah, NJ: Lawrence Erlbaum Associates, 1988, pp. 219–238.
- ▶ ² Stahl, S. A. *Vocabulary Development*. Cambridge, MA: Brookline Books, 1999.
- ▶ ³ Nagy, W. *"Teaching Vocabulary to Improve Reading Comprehension."* Newark, DE: International Reading Association, 1988.
- ▶ ⁴ Graves, M. and Graves, B. *Scaffolding Reading Experiences: Designs for Student Success*. Norwood, MA.: Christopher Gordon 1994.

**Learn to celebrate who they are and not
beat themselves up for who they're not. –
(adapted from Joel Osteen)**



Research/Practice – ‘Self Talk’

(Build positive thinking and decrease insecurity)

Food for thought... (Many students beat themselves up)

The way you talk to yourself makes a difference

Experts – sports psychology

The person should be supportive of self, not negative

They should say 'you' or use their own name instead of 'I'

Again...

Psychologist Ethan Kross (University of Michigan) – **studied** the pronouns people use when they talk to themselves silently, inside their minds

To get the benefit of ‘self-talk’, the **specific words you use seem to matter**

Talking to yourself and using the word "I" **could stress you out instead** of bringing on waves of self-positives and acceptance

Found – "is that a subtle linguistic shift — shifting from 'I' to ‘your own name’ — can have **really powerful** self-regulatory effects."

It changes the way you feel and behave



Kross – “People who used ‘I’ beat themselves up with ...” ...how am I going to do this? I can't prepare a speech in five minutes without notes.“

“People who used their own names are more likely to give themselves support and advice, saying things like, “(Their name)... you can do this. You've given a ton of speeches before.”

**People sounded more rational, and less emotional —
Perhaps because they were able to get some distance from themselves**

Kross – “... It's almost like you are duping yourself into thinking about you as though you were another person.“

Being an "outsider" in this way has real benefits: As LeBron James might tell you, with some distance, it's a lot easier to be kinder to that other person.

Taking it too far would be.....

*It's OK To Talk To Yourself,
It's Even OK To Answer
Yourself, But When You Ask
Yourself To Repeat What You
Just Said, You
Have a Problem!!*



Basics to Extend Student Thinking

- ▶ “The students are doing...” “The students can do...”
- ▶ “The students are talking about.....”
- ▶ “The students know.....”
- ▶ “The students, the students, the students.....”
- ▶ The world has changed beyond turning back....
- ▶ We need to use what they are doing, can do, are talking about, know, etc. to reach them. Not, just expect them to do what we want them to do from our perspective only
- ▶ Go down and get them, hook them and get them to want to know what we have decided they need to know
- ▶ What I said to my students (vote)
 - Pay attention to what THEY want as well re: next slide



"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."

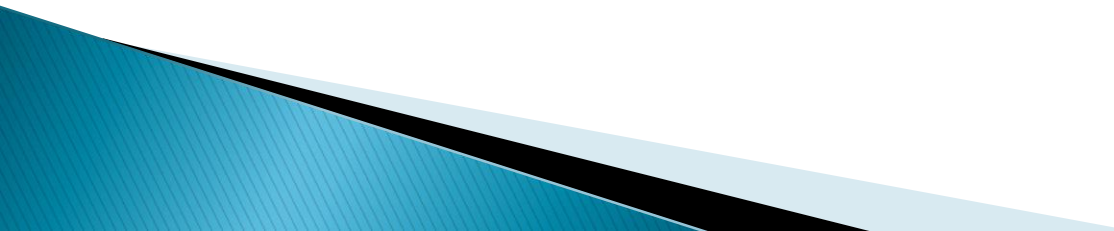
- John Lennon

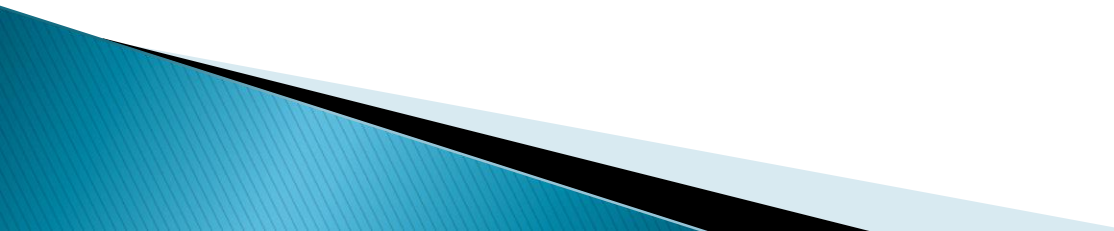


**BE
PREPARED
TO STOP**

A diamond-shaped orange traffic sign with a black border. The sign is mounted on a dark background. The text "BE PREPARED TO STOP" is written in bold, black, sans-serif capital letters. The sign shows signs of wear, including scratches and some discoloration.

► **Tips and Technique Reminders**

- ▶ **Cloud reminders (Synthesize, etc....)**
 - “Tell us All”
 - “Analyze, Synthesize, Evaluate”
 - You own reminder goals
 - ▶ **Withhold Judgment – Your face, words, etc.**
- 

- ▶ **Call on Randomly** – (not hands)
 - ▶ **Think–Pair–Share** – 2 min.
alone/pair, open discussion
- 

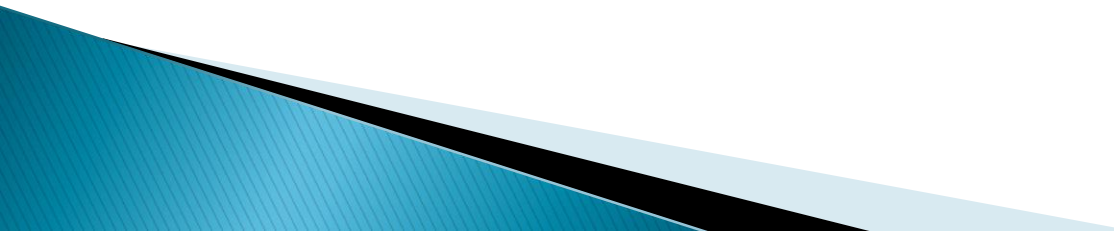
- ▶ “Wait Time” – 10/20 (Again, not a game show)
- ▶ “Follow-ups” – Why? Elaborate, Agree because, ex.

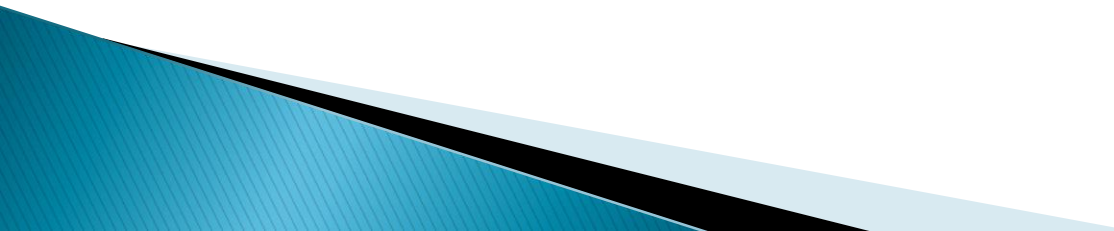
- ▶ At beginning of class – Let them know you will ask for someone to summarize the day or activity – Promotes active listening

(Hunter)

Cue Student Responses – “Not a single answer to this question. Consider alternatives.”



- ▶ **Survey Class – How many agree (Clickers)**
 - ▶ **Devil's Advocate – Defend their reasoning against another's point of view**
- 


- ▶ **Unpack Thinking – Described how arrived at answer**
 - ▶ **Student Questioning – They develop own questions and you use them in assessments**
- 

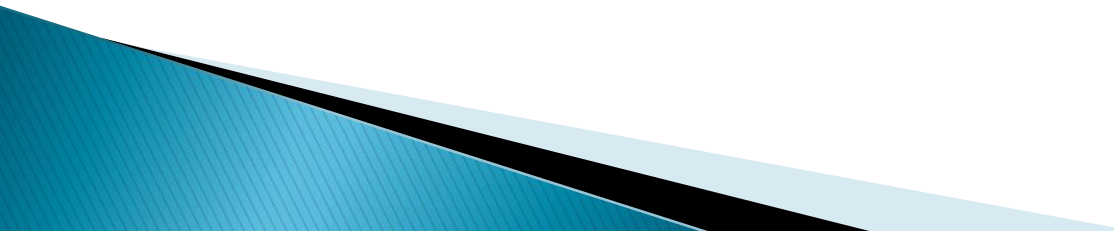
Ben Johnson – How to Support Students

- ▶ Technically – all good at something
- ▶ Fat City Workshop (Differentiation) – Chalk Talk
- ▶ <http://www.bing.com/videos/search?q=fat+city+workshop&qpv=Fat+City+Workshop&FORM=VDRE>

(Note the following action verbs! – Away from your desk)

- ▶ Help them to see through the unimportant
- ▶ Assist them in lifting their standards from the minimum to their maximum

- ▶ **Guide them how to jump over educational obstacles and hurdles**
 - ▶ **Show them how high their imaginations can fly**
 - ▶ **Guide them to Identify their Gift – Recognize it – Accept it – Utilize it**
 - Use music by having all be DJs and bring in their favorite music to share (and maybe explain at times) with all during specific activity times
- 

- ▶ **Observe them** to notice **student potential** in whatever form demonstrated.
 - You think you know the eager beavers of the class
 - **Identify** the student gift for what it is – takes a **not controlling** student behavior but rather **channeling** it
 - ▶ Can be difficult in this **age of equality**
 - All students have a need to exceed and we must understand **that each exceeds differently – The Fair Factor**
- 

A student who believes he/she has a gift will pursue it

Engage students at different levels according to their needs

when someone
does something
wrong, don't
forget about
all the things
they did right

TOBYMAC #SPEAKLIFE

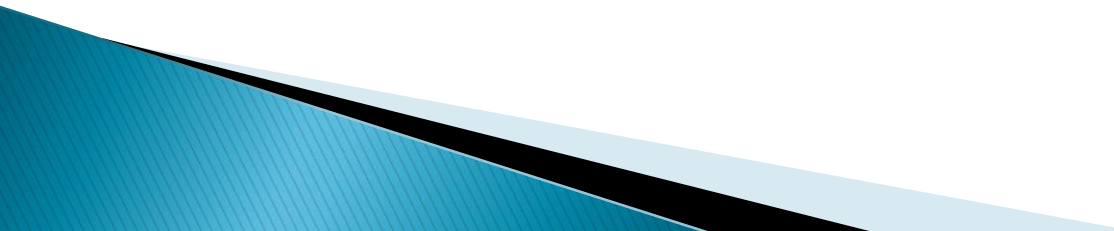
Effective PRAISE

“Most teachers regularly use praise in their classrooms. However, students can interpret praise positively or negatively.

Let’s look at six characteristics of effective praise, using a simple acronym:”

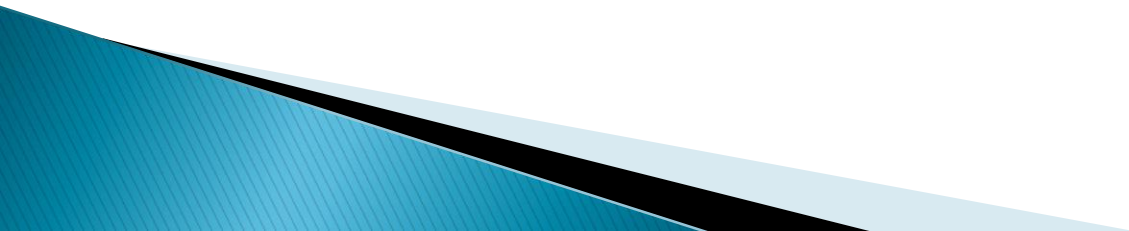
(Barbara R. Blackburn, a nationally recognized expert in the areas of rigor and motivation)



- ▶ **Positive**
 - ▶ **Reinforces High Expectations**
 - ▶ **Appropriate**
 - ▶ **Independence Is Promoted**
 - ▶ **Sincere**
 - ▶ **Effort and Progress Are Noted**
- 

Supporting Your Students

Share a Strategy with us



► Fit Desks

Can Let Go of "Normal"

- Offer all the opportunity to **grow** from where they are, not from where you or others **think** they ALL should be (None know nouns and verbs!!)
- For the strong – offer opportunities to complete work that is **more advanced**

Think ‘**outside the box**’ to help students to develop their abilities

Athletes are good at athletics, strong students are good at thinking. We do not hold back a promising athlete, so encourage your "thinkers," and provide them opportunities to fly – **Again,**
My 1979 Plan

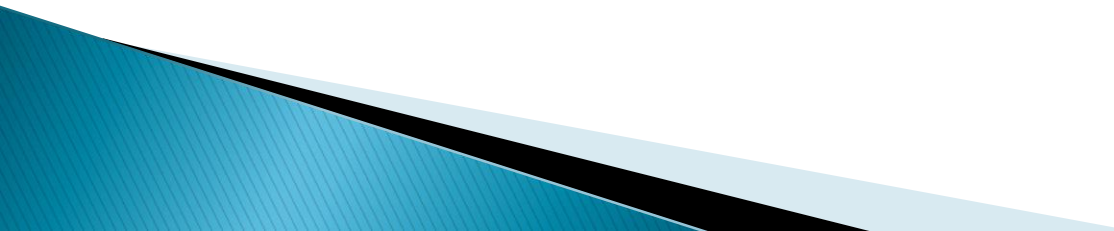


"Sometimes, the most brilliant and intelligent minds do not shine in standardized tests because they do not have standardized minds."

-Diane Ravitch

Conduct Informal Assessments

- – On a **REGULAR** basis
 - Ex. – **Before beginning any unit**
 - Administer end of the unit test
 - Students – 80%+ not forced to "relearn" information they already know
 - 80%+Students – give opportunities challenging, option to complete independent projects on the topic or substitute another experience meeting the objectives of assignment

- ▶ For Curriculum that is sequential, (mathematics, etc.), administer **end of the year test** first week of school.
 - ▶ Students who demonstrate competency at 80%+ or higher, determine exactly what their ability level is then offer them curriculum that allows them to move forward.
 - ▶ Formal assessments should be administered to any student you feel has a gift for learning.
- 

- ▶ **Strong or REALLY ‘Gifted’ students – Involve Parents as Resources do not fear**
 - Advocates for their children & many want mostly is to **be heard** and to encounter educators and admins. (**so listen attentively**)
 - **Collaborate** with them, rather than resist them. Flexibility and willingness go a long way.
 - Ex. – Advanced student – If they just wanted their child to have more challenging experiences (in math), **enlist their help** in finding more curriculum options. **Encourage** them to explore other options that could be adapted to the classroom. You can offer them resources to learn about their child (and you learn about the child as well) such as,
 - ****Levy Resources – ‘When Your Child is Smarter Than You’ or, ‘Chuckie and Other Gifted Students’**


▶ Learning from the Experiences of Others

– Please DO NOT...

- Serve as Tutors for struggling students
 - Frustrating experience for all parties, unless the strong student is also altruistic.
- More Work when they finish efficiently early – This is a punishment
- Move Ahead only when they complete work with 100% accuracy
 - Some will – Choose not do something because they "must" do it, particularly if it seems pointless

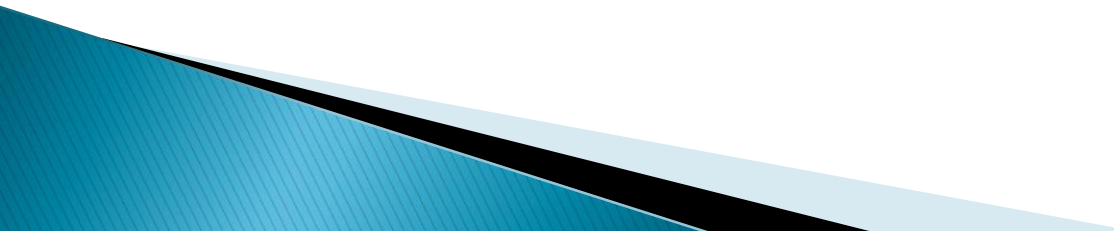
Rather spend their **time thinking or reading**
(Delia) than completing easy work

Please Do

- Focus on strengths, not shortcomings
 - Offer opportunities consistent with abilities
 - lead them from where they are
 - If you are the first educator giving them these opportunities, they may not know how to handle your responsiveness. Have patience and continue on the journey together
- 

Ben Johnson – Conclusion

“It isn't necessary to turn your world upside down to be an effective teacher of gifted (any) students, you just have to be flexible, knowledgeable, and be willing to try new things.”



Resources

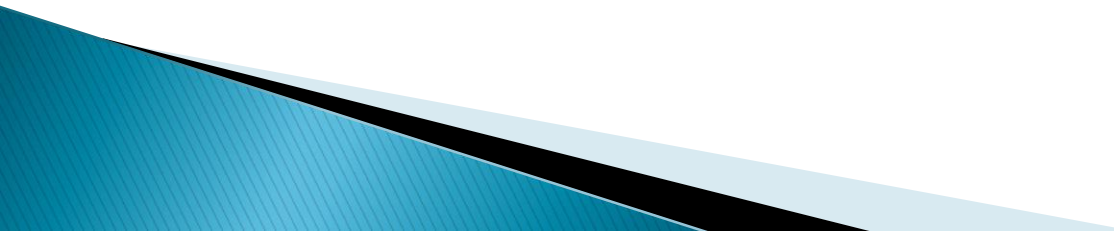
Strategies

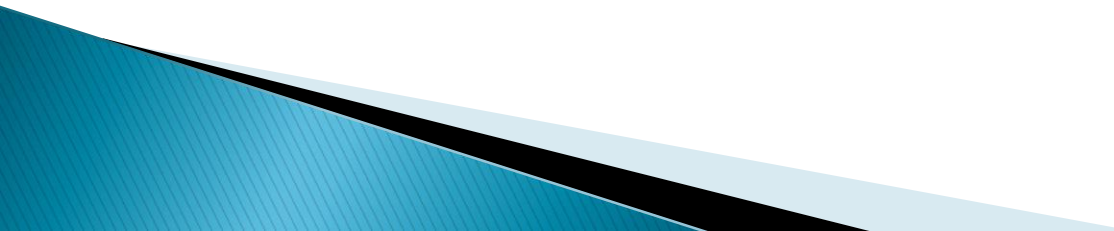
- ▶ Samples of what you can obtain from others,
or develop yourself

The 8 Skills Students Must Have For The Future

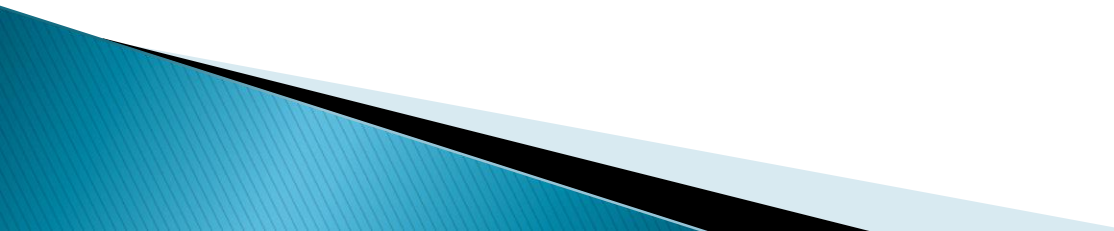
◦ Edudemic – By [Katie Lepi](#) on June 7, 2014

“The Learning Curve” – report from Pearson looks at education across the globe.


- Ranks the world’s educational systems
 - Focuses on what [skills current students need](#) to meet the needs of the global market
 - And, shares ways to address shortcomings in our collective educational systems.
- 

- ▶ So... what is becoming just as important as 'Reading, Writing (not cursive?), and Math (not times tables)'?
 - ▶ On next slide... – Do you already address these skills into all of your curriculums/classes?
 - Which would you find hardest to address?
- 

▶ Necessary Skills For The Future

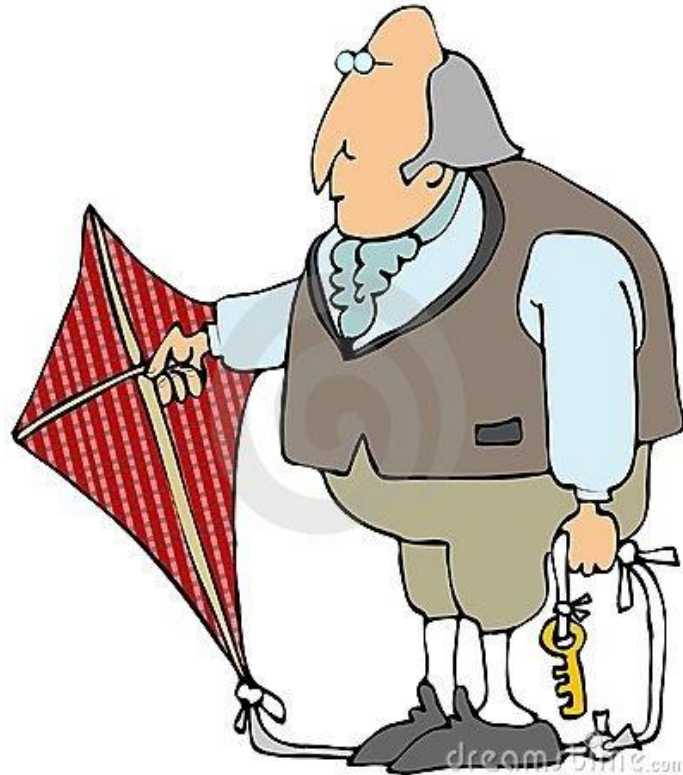
- ▶ 1 –Leadership
 - ▶ 2 –Digital Literacy
 - ▶ 3 –Communication
 - ▶ 4 –Emotional Intelligence
 - ▶ 5 –Entrepreneurship
 - ▶ 6 –Global Citizenship
 - ▶ 7 –Problem Solving
 - ▶ 8 –Team–Working
- 

The Leadership Void...

- ▶ “We all need a voice of reliable perspective. We need it from loved ones in our lives. We need it from our colleagues. We need it from our school. .. And for the sake of others, we need to cultivate it within ourselves.”
 - David Wilson, Asst. Principal, Jefferson City High School
 - ▶ We need to educate our student to it at the earliest of ages!
- 

‘Principles of Fearless Leadership’

- ▶ Ywriteabook? – West Point
- ▶ Used – **to improve critical thinking and writing**
 - What I would do... portfolio
- ▶ Sand & stone – pg. 6
- ▶ Seat of pants – pg. 18
- ▶ Whining – pg. 30
- ▶ Because I said so! – pg. 40
- ▶ Sails – pg. 64
- ▶ Blood is thicker than policies



**“Write people’s accomplishments in stone
and their faults in sand.”**

Great leaders – have great self-respect and inner strength

They respect others enough to forget the problems of the past and focus on the improvements occurring in the present

They know that MOST of the time this will lead to successes in the future

If problems persist, then it is time for other actions





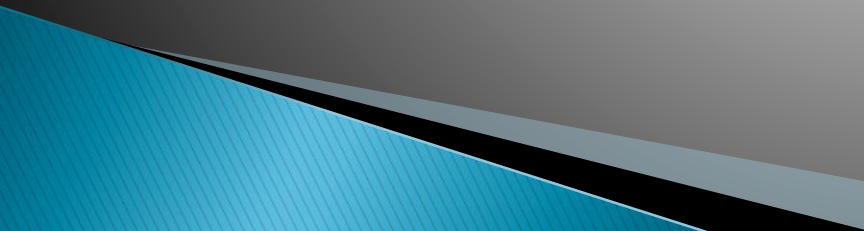
If you often fly by the seat of your pants...

... be prepared for rocky landings

Use action research before making decisions

Collect tangible, observable, & measurable data
& refrain from holding to the subjective

Subjective information – added into the
decision-making process only after the hard
data is collected and evaluated





Whining


Unacceptable

Cannot be tolerated

**Negative effects spread like a cancer
throughout the group or organization**

Worst of all...

**People will know of the complainer and
respect for her/him will be lost**





“Because I said so!”

Does not guarantee or even purport to guarantee results

Only effective – In need for immediate action for valid reasons stated to those with whom you are respected

Therefore, work at gaining the respect of others rather than power over them





Sailing the Seven Seas of Life

Pessimists

– Curse at the

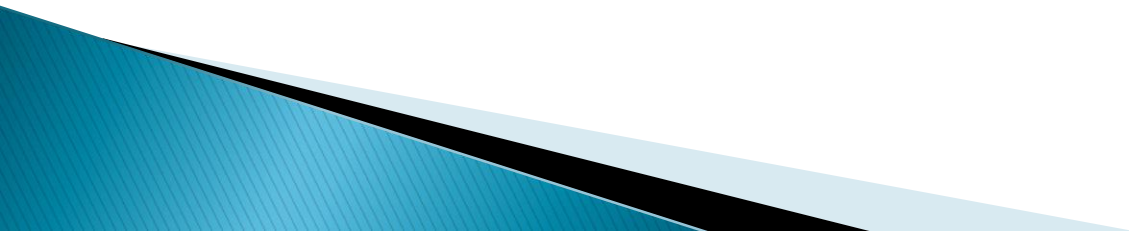
wind

Optimists

– Hope for wind to

come up

Realists



Think

Thinkology

Newest Resource by Nathan Levy

“Engaging Activities to enhance the Creative Mind”

Thinking and Writing from Crib to College

Pg. 51–52



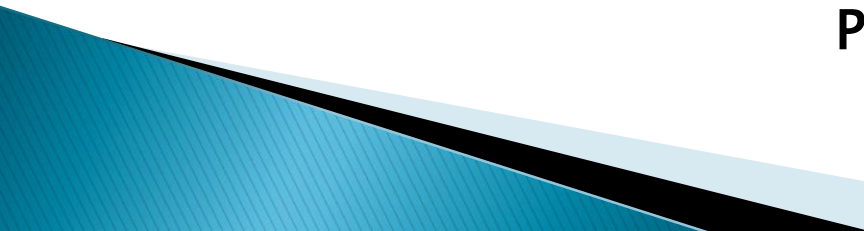
Thinking and Writing Activities for the Brain

Books 1 & 2

**“Open Minds and Encourage Creative
Thinking”**

- **Notable quotes and activities to connect to
your curriculum**

Pgs. 52–3, 84–85

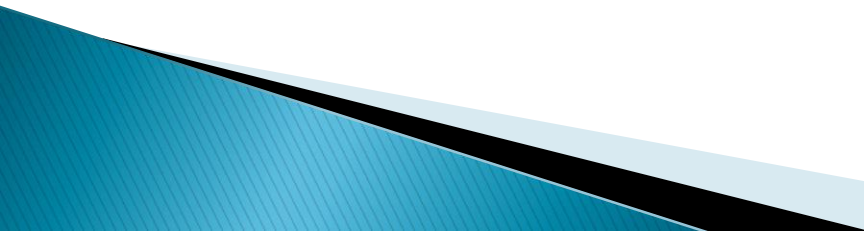


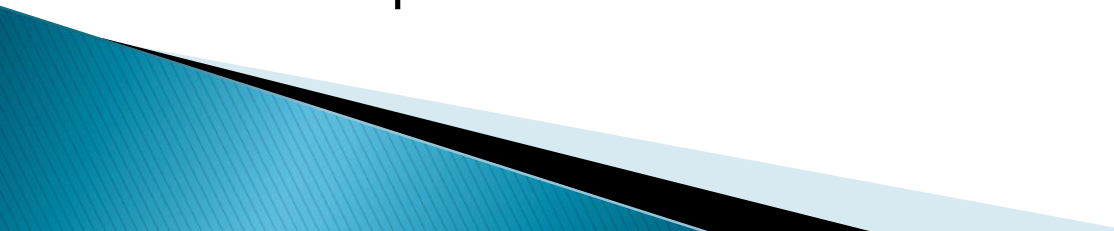
Home Sweet Home

“Home is not where you live, but where they understand you.” – Author Unknown

- ▶ 1 – Design your ideal room. Show the windows, doors, etc.
 - Put no furniture. Fill the room with people and ideas that make it a place where you are understood.

Choose one or more of the following:

- 1) Write about a place you do not want to live.
 - 2) Write about who understands you.
 - 3) Write about how you feel when you are not understood.
- 

- ▶ 2 – Make a list of all the things ‘home’ is.
 - ▶ 3 – Who would you invite as a guest speaker to your school to
 - talk about who you are? (In other words, Who ‘gets’ you?)
 - Explain your choice
 - Write a speech the person in the above activity might give about you
 - 4 – Make a list of five things that people **Would NOT** be surprised to find out about you.
 - 5 – Make a list of five things that people **Would** be surprised to find out about you.
 - 6 – What do you understand about your house and the people who live in it?
Make a cartoon, comic book, map, or drawing that answers this question.
- 

Chasing Rainbows

“We all live under the same sky, but we don’t all have the same horizon.” – Konrad Adenauer

Class Discussion – Some people think that when you set goals, you should be realistic, others say to be **idealistic**.

If you are **realistic**, you won’t be disappointed.

If you are **idealistic**, you’ll go further than you thought.

What do you think?

Draw a picture of your horizon line

Make a list of four goals you have

Write one sentence about how this list of goals is your horizon



Write a letter to yourself that you will open in one year.

- Write about ...
 - Where you hope to be
What you want to be doing, things you want to have accomplished
Put your letter in a safe place and open it in a year.

Make a travelogue of where you think you will need to “travel” before you reach your biggest goal

Interview at least five people about their personal goals

Make a chart or graph of their different goals

Write, in one sentence, what you learned from this.



Creative Writing Resources

‘Write from the Beginning’ – for younger students, K – 3.

Children in lower grades – have much to say

Many formats – traditionally limited and focus on simple topics

Activities – developed to promote interesting critical writing

I Win or Lose – pg. 36

II Law and Order – pg. 59

III My Pet Monster – pg. 65



‘Not Just Schoolwork’ – Middle and H.S.

- Pick any page – They focus on the many possibilities of creative writing.

◦ I Perceptions of world

- **Examples**
 - Perceiving through senses – pg. 5
 - Perceiving self – pg. 29
 - Perceiving others – pg. 67
 - Perceiving ideas – pg. 81

Strat II – Creative Story Writing – 104

- **III – Other Units of Resources** – Spell and Write, Writing the News, Holidays, Moods, Science Fiction, Music
- **IV – Tools of the Trade** – Help for students and educators
 - **The Other Word** – Find and share words that mean the same thing (Proper dictionary or thesaurus)
 - **Feeling Checklist** – Appropriate specific list of words to use when writing
 - **Eleanor Rigby** – Answer questions re: the story of the song, ex. “How does loneliness differ from being alone?”

Affective Cognitive Thinking – ‘Thinking Strategies’

▶ Literature

- Fairy tales/not. Return to reading them to students and having them read them as well.

‘Nathan Levy’s A.C.T. I’

Stresses advanced conceptualization of interpretation, translation, application, analysis, synthesis, and evaluation

- Ex. – Hansel and – pg. 13
- Unit Sections
 - Language Arts
 - Social studies
 - Mathematics
 - Science
 - Living Things
 - The Earth and Beyond
 - Machines Ideas and Inventions

‘Stories with Holes’ – ‘Whose Clues’

Inquiry & critical thinking

All participate promoting group & individual success

May adjust to fit ages or needs

Length of time varies to ability of the group

Open or close – Change of pace – decrease down time

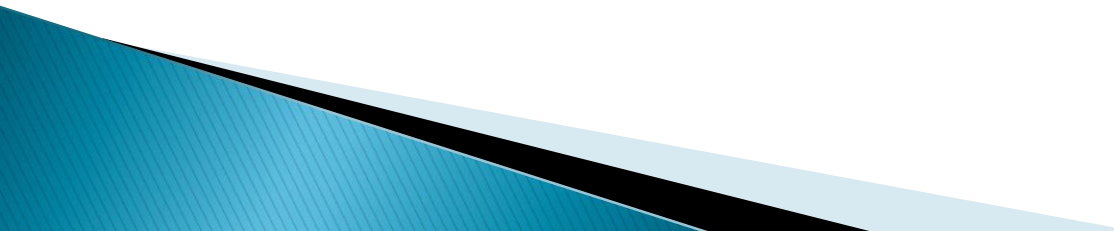


All/Anyone Use **'Stories with Holes'**? (20 books available)

Will anyone explain how you use them?

Explanation of process in each book

The first introduction...

- “I am going to tell you a story with a hole in it – an important part will be missing. Listen carefully and figure out the missing part. The story might not make sense to you at first....”
 - Make sure that students know this is **not** about quick or guessing, but **about figuring, thinking**, maybe sharing, and being correct.
 - Tell the story once, pause, and then tell it again very slowly
- 

The rules to share with students...

- “You can only ask questions that can be answered with a ‘yes’ or a ‘no’. The only answers I can give you are Yes, No, Does Not Compute (meaning, I cannot just use a Yes or No without confusing you), or Is Not Relevant.” Let them know that ‘Does Not Compute and It is Not Relevant’ are stated so as not to confuse them.

You the director) will not be perfect and make mistakes, so just laugh with them

You may allow for questions the first time if you choose, but not necessary

You only answer in the ways stated, ‘Yes, No, does not compute.’



Encourage Artistic Development and Understanding

Students who are aware of and appreciate fine arts are at the advantage of others, as they will be considered more well-rounded because of that knowledge. (And they will be!)

‘Artistry’ – ‘Nearly Empty Coloring Book’

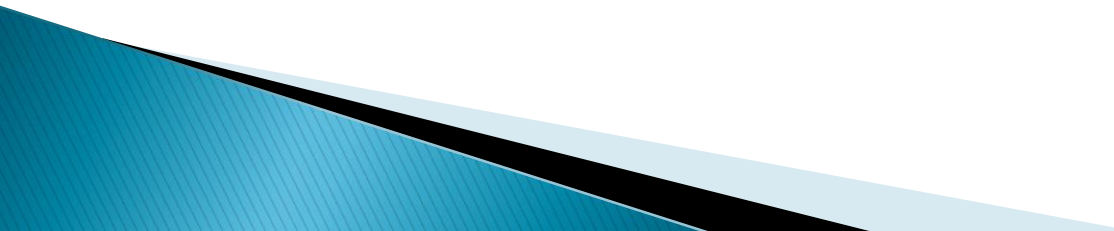
- Table of Contents – pg. 3
 - Impressionism – pg. 103
- 

Impressionism

- ▶ **Background – 2 page description of impressionism**
- ▶ **Print of Monet's Sunrise**
- ▶ **Short paragraph review of impressionists**
- ▶ **Options for students**
 - Students paint still lives in the way of impressionists
 - Students research and find a photo they like and reproduce it using impressionist techniques
 - Challenging – reinterpret, such as a night scene of van Gogh's Starry Night. Students find image (internet/magazines) or take own photo and reproduce it using impressionist techniques

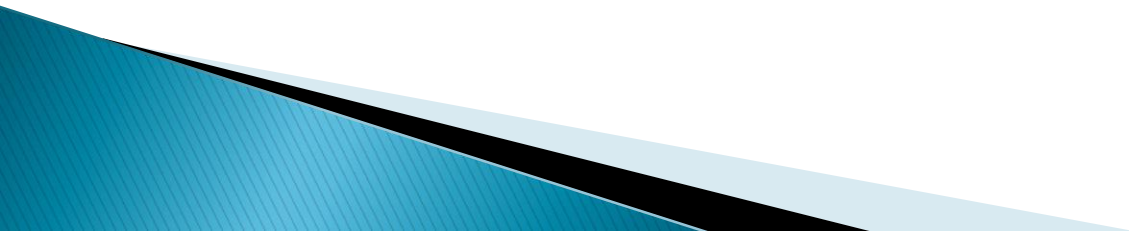
- **Extension I – View some reproductions, pick favorite, Who is it by? When done? What title? Etc.**
 - France is famous for what else? Draw map of France.
 - Difficulties of an artist working indoors, advantages, etc.

Extension II – Write about the difficulties of painting indoors. Advantages. Where would you prefer to work and why?

- What was going on in France around 1860–80? Research and report (a connection?).
 - Pick a country and research and report about their time 1850–90 (a connection?)
- 

Closure

- ▶ Thank you for attending
- ▶ Hope you gained one idea – and it blossoms
- ▶ If can be of help...



Strategies For the Gifted – Really Every Student



Joseph Gulino, Ph. D

Principal, Gulinogroup and Fearless
Leadership Consulting

Gulinogroup@gmail.com
573-424-1046